

# Title III Part A ESEA Consolidated Application 2021-2022



## CUBA INDEPENDENT SCHOOLS

Title III Part A Allocation	
<b>Total Planning Allocation</b>	\$21,132.48
<b>LIEP Funding Total</b>	\$0.00
<b>PD Funding Total</b>	\$0.00
<b>PFCE Funding Total</b>	\$0.00
<b>AA Funding Totals</b>	\$19,567.11
<b>Total Planning Allocation</b>	\$21,132.48
<b>Indirect Cost Amount</b>	\$1,565.37
<b>Direct Admin Expenses</b>	\$0.00
<b>All Sub Totals</b>	\$19,567.11
<b>Balance</b>	\$0.00

### Title III Private School Participation

Private School	Students Enrolled	Signature School Administrator
TORREON CHRISTIAN SCHOOL	0	Nathan Gayman

### Title III Tribal Consultation

Name Of NTP	Students Enrolled	Signature Official

### Title III Federal Requirements

# Title III Part A ESEA Consolidated Application 2021-2022



## CUBA INDEPENDENT SCHOOLS

Approach2ELD	Language Supports
<p>Cuba Elementary School uses Option #8 English language Development (ELD) block and sheltered instruction in content areas (elementary grades).</p> <p>Each grade level has one certified TESOL endorsed certified teacher that provides 45 minutes of sheltered instruction strategies for teaching language, except for second grade. A first grade TESOL endorsed teacher provides their 45 minutes of sheltered instructions. Teachers use WIDA standards to target ELD students for remediation based on their individual competencies. We focus intensively on academic language acquisition and writing instruction. We also use the ELL supplemental materials from our adopted Basal program.</p> <p>Cuba Middle School uses Option #7 (students take both a standard curriculum ELA course and a second targeted ELD course to differentiate based on student competencies.</p> <p>In ELD courses, our focus is primarily in writing as this is the area of the ACCESS test in which students typically struggle the most and the reason they are not scoring a 5 on ACCESS. We use the WIDA standards as curriculum in the ELD courses and target these to individual student needs.</p> <p>Cuba High School uses Option #9 Integrated English language development (ELD)—English language arts (ELA) course and sheltered instruction in content areas (secondary grades only)</p> <p>Students who are identified as ELD are assigned an ELD class with teachers who are TESOL endorsed.</p> <p>Core courses are taught using instructional strategies such as scaffold instruction and assignments, providing multiple representations of concepts, and promoting student interactions that are structured and supported. In addition, teachers are expected to provide explicit instruction in the use of academic language, and provide multi-faceted and intensive</p>	<p>Cuba Elementary School</p> <p>Our EL students are all English speakers. Teachers primarily target vocabulary instruction and sheltered instructional strategies to ensure that EL students have meaningful access to all instruction. We focus on student engagement and supports for developing academic language skills, starting with speaking skills and then linking these to written skills.</p> <p>Cuba Mid School</p> <p>All teachers use sheltered instructional strategies and intensive supports for academic vocabulary development. We offer pull-out remediation classes, daily intervention classes for struggling students and after school tutoring to support our EL students in addition to daily instructional supports. Students who are mono-lingual Spanish speakers are also given content area materials in Spanish.</p> <p>Cuba High School</p> <p>All students who have been identified as ELs will be provided some instruction in their native language that supports and mirrors instruction in the English Language Arts classrooms. In addition, for students who have been identified as ELs, the same strategies used in their ELD courses will be used in their other academic courses to ensure equal access to academic content. We provide daily intervention classes for struggling students.</p>

# Title III Part A ESEA Consolidated Application 2021-2022



## CUBA INDEPENDENT SCHOOLS

vocabulary instruction with a focus on academically useful words. Furthermore, teachers are expected to link background knowledge and culture to learning and promote classroom interactions to help stimulate higher order thinking skills.

Differentiated instruction will be applied in the ELD classrooms to maximize students' opportunities to learn in order to ensure equal access to academic content. For those students who need additional practice, lessons will be modified to allow all students to master content.

### Title III Enrollment

District ID District Code	Name Of School	Total School Enrollment	Total ELStudents	EL Program Valid Values
062	CUBA ELEMENTARY	233	78	8;
062	CUBA MIDDLE	123	54	7;
062	CUBA HIGH	250	109	9;

### Title III Indirect Cost Rate

Administrative Costs	Total Planning Allocation	Indirect Cost Rate Percentage	Direct Admin Expenses Percentage	Direct Admin Total Amount	Direct Restricted Amount	Indirect Cost Rate Expenses
Yes	21132.48	0	0	0.00	\$21,132.48	\$1,565.37

### Title III LIEP Budget Plan

Required Activity	Description	LIEP Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
Student Academic Achievement	The Cuba Independent School District (CISD) currently implements the following options for addressing the needs of EL students:	0	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; All Teachers; EL Program Director; ELL Students; Families; Instructional Leaders; Parents; Principals; Tribal Leaders;	N/A	N/A

# Title III Part A ESEA Consolidated Application 2021-2022



## CUBA INDEPENDENT SCHOOLS

<p>1. Cuba Elementary School uses Option #8 English Language Development (ELD) block and sheltered instruction in content areas;</p> <p>2. Cuba Mid School uses Option #7 Standard curriculum ELA course and a second targeted ELD course;</p> <p>3. Cuba High School uses Option #9 ELD/ELA courses and sheltered instruction in content areas.</p> <p>To supplement these CISD options for EL students, CISD will continue to implement differentiated instruction, with an emphasis on a culture-based differentiation for English Language Learners, in grades K-12. Teachers will participate in various training sessions to prepare them to implement a variety of instructional methods to modify content, process, and products as follows:</p> <p>1. Modifying Content: What EL students need to know, understand and do. Possibilities include choice of books, jigsaw, organizing ideas through graphic organizers, learning contracts, multiple texts, reciprocal teaching, audio materials, videos and reading partners;</p> <p>2. Modifying Process: How EL students will learn content. Possibilities include anchor activities, cubing, dialectical journals, exit cards, games, interest groups, mini student workshops, and simulations;</p> <p>3. Modifying Products: How EL students will</p>							
--	--	--	--	--	--	--	--

# Title III Part A ESEA Consolidated Application

2021-2022



## CUBA INDEPENDENT SCHOOLS

demonstrate what they have learned. Possibilities include community mentorships, portfolios, tiered assessment, and independent research.						
---	--	--	--	--	--	--

Title III Professional Development						
Description	PDFunding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
1. Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices.	\$0.00	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; All Teachers; EL Program Director; ELD Teachers; Instructional Leaders;	N/A	N/A
2. Differentiated Instruction: Deep level professional development of structured differentiated instructional practices.	\$0.00	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; All Teachers; EL Program Director; ELD Teachers; Instructional Leaders;	N/A	N/A
3. Project Based Learning: Deep level professional development of structured project based learning practices; Integration of Project-Based Learning	\$0.00	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; All Teachers; EL Program Director; ELD Teachers; Instructional Leaders;	N/A	N/A
4. Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data driven instruction for ELA, Math, Science, and Social Studies standards.	\$0.00	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; All Teachers; EL Program Director; ELD Teachers ;Instructional Leaders;	N/A	N/A
5. Implementation of high-level instruction, using asynchronous and synchronous learning technologies	\$0.00	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; All Teachers; EL Program Director; ELD Teachers; Instructional Leaders;	N/A	N/A

Title III Parent Family & Community Engagement						
Description	PFCEFunding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
1. Curriculum Development—Collaborative sessions with parents, families, and community to understand relevant and appropriate cultural activities, instructional artifacts, and input to meet	0	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators;EL Program Director;ELD Teachers;Parents;Principals;	N/A	N/A

# Title III Part A ESEA Consolidated Application 2021-2022



## CUBA INDEPENDENT SCHOOLS

the language needs of students being served.						
2. Informing to Understand—Review of data and informative sessions for parents, families, and community members to understand state and district testing. Specifically, these sessions will help parents, families, and community members to understand how to interpret data and how teachers and school leaders use the data to inform curricula.	0	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	Administrators; EL Program Director; ELD Teachers; Parents; Principals ;Tribal Leaders;	N/A	N/A

### Title III Authorized Activities

Description	AA Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<p>(3) Providing to English learners— (B) intensified instruction</p> <p>In addition to implementing Options #7, #8 and #9 to address the needs of EL students, as well as continuing to implement Differentiated Instruction with an emphasis on a culture-based differentiation for English Learners in grades K-12, the Cuba Schools will continue to fund the position: EL Coordinator.</p> <p>Cuba Schools will continue with a certified and TESOL endorsed EL Coordinator (0.50 FTE) who will provide intensified instruction focused on language development and scaffolding of content for struggling EL students.</p> <p>This intensified instruction provided for EL students will be over and above the instruction and support provided by the Cuba Schools TESOL teachers. The EL Coordinator will work exclusively with struggling EL students.</p>	19567.11	8/9/2021 12:00:00 AM	5/19/2022 12:00:00 AM	ELL Students;	1000	53330

### Title III District Consortium

Reviewer	Date Reviewed	Date Approved	Status
----------	---------------	---------------	--------

## **GENERAL ASSURANCES**

### **THE APPLICANT HEREBY ASSURES THE NEW MEXICO PUBLIC EDUCATION DEPARTMENT THAT:**

The Local Educational Agency (LEA) will administer each program covered under this application in accordance with all applicable statutes, regulations, program plans, and applications.

The control of funds provided under each program and title to property acquired with program funds will be in the local public education agency.

The LEA will administer funds received under grants from this application to the extent required by the authorizing statutes.

The recipient of funds shall adopt and use proper methods of administering each program including:

- the enforcement of any obligations imposed by law on LEA's responsible for carrying out the program, and
- the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

The recipient of funds will cooperate in carrying out any evaluation of the programs conducted by or for the State Education Agency (SEA), the Secretary of the U.S. Department of Education or other Federal Officials.

The LEA shall:

- Make reports to the SEA and the Secretary of the U.S. Department of Education as may be necessary to enable such agency and the Secretary to perform their duties under this program.
- Maintain such records, provide such information and afford access to the records as the SEA or the Secretary of the U.S. Department of Education may find necessary to carry out their duties.
- Afford a reasonable opportunity for public comment on the application and consider such comment before the application is submitted.

- **Repay to the SEA with nonfederal funds or from federal funds for which no accountability is required to the federal government, any amounts which the U.S. Department of Education orders the SEA to repay because of the applicant's failure to comply with applicable statutes, regulations and requirements.**

- **Further repay to the SEA with nonfederal funds or from federal funds from which no accountability is required to the federal government, any amounts determined by the SEA to have been misspent or misapplied because of the applicant's failure to comply with applicable statutes, regulations and requirements.**

- To the extent consistent with the number of school-age children in the attendance area of an LEA receiving funds under the programs covered by this application, the LEA shall provide timely and meaningful consultation with the appropriate school officials during the development and design of the Title III program.

- Implement the approved programs described in the approved application.

- **Use funds from awards resulting from approval of this application to supplement current programs and activities, and that in no case will these funds be used to supplant local programs or activities already in place.**

#### **SUPPLEMENTARY ASSURANCE FOR GENERAL EDUCATION PROVISIONS ACT (GEPA)**

The LEA will develop and describe the steps the LEA proposes to take to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers based on gender, race, color, national origin, disability, and age.

#### **SUPPLEMENTARY ASSURANCES FOR TITLE III PART A**

All district and school personnel (superintendent, principals, teachers, Title III directors, bilingual multicultural education directors, finance officers and support staff) shall be knowledgeable of the requirements below to comply with the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESSA), Title III, Part A.



LEAs shall:

- Develop and implement a plan that is based on effective approaches and methodologies for teaching English Learners (ELs).
- Ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
- Ensure that it is not in violation of any state or federal laws regarding the education of ELs (Sec. 3125) nor of any Federal law guaranteeing a civil right (Sec. 3126).
- Be required to use funds to build capacity to continue to provide effective language instruction educational programs for ELs once the subgrant is no longer available (Sec. 3113 (b) (3) (E)).
- Certify that all teachers in a Title III language instruction educational program for ELs are fluent in English and any other language used for instruction (Sec. 3116 (c)).
- Ensure that students enrolled in this program participate in the New Mexico Standards-Based Assessment (SBA) Program. In those grades that students do not participate in the SBA, the public school district shall develop and implement an assessment and evaluation program (Sec. 3113 (b) (3) (A)).
- Assess ELs participating in a Title III supported program on an annual basis until proficiency in English is achieved. (Sec. 3113(b) (3) (B)). Note: ELs not participating in a Title III supported program must also be assessed for English language proficiency (Sec. 1111(b)(2)(G) and 6.29.5.11 NMAC)
- Notify parents of a child's placement in a language instruction educational program not later than 30 days after the beginning of the school year, or for later enrollment, within two weeks of the student's placement. The notification must be provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand. The parent notification shall include (Sec. 1112(e )(3)(A)).

- Reasons for student's placement;
- The child's level of English language proficiency, how such level was assessed, and the status of the child's academic achievement;
- Description of the range of program models available and methods of instruction used in the program models;
- Description of how the program will meet the linguistic and academic needs of the child;
- Specific exit requirements for the EL status;
- Description of how the program meets the objectives of the Individualized Education Program of a child with a disability; and
- Parents' options to decline to enroll their child in the program or to choose another program, if available.
- Ensure that the programs and projects described in the application for funds were developed in consultation with teachers including vocational teachers, school administrators, parents, charter school representatives, and where appropriate, private school representatives, pupil services personnel and other relevant external groups (Sec. 3116 (b) (4)(C)).
- Be required to use its funds (Sec. 3115 (c)):
  - (1) to increase English language proficiency and academic achievement in the core academic subjects for ELs with activities including effective language instruction educational programs that meet the needs of ELs; and
  - (2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel that is—
- designed to improve the instruction and assessment of ELs;
- designed to enhance the ability of such teachers to understand and implement curricula, assessment practices and measures and instructional strategies for ELs;

- effective in increasing the children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

- of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which shall include parent, family and community engagement activities

- Be authorized to use its funds (Sec. 3115(d)):

(1) Upgrading program objectives and effective instructional strategies;

(2) Improving instruction by upgrading or developing curriculum, assessment information, educational software and instructional materials;

(3) Providing tutorials, academic or vocational education and intensified instruction, which may include materials in a language other than English that the student can understand, interpreters and translators.

(4) Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving English language proficiency and academic achievement;

(6) Community participation that improves English language skills of ELs and assists parents through family literacy programs and parent outreach training;

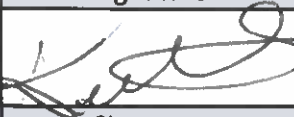
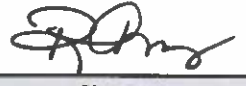
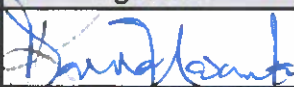
(7) Improving instruction of ELs, which may include ELs with a disability, through educational technology, instructional materials, access to and participation in electronic networks and incorporating technology resources; and

(8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.

(9) Other activities that are consistent with the purposes of Title III.

- Report accurate information in the New Mexico Student Teacher Accountability Reporting System (STARS), including:
  - Student's classification/status;
  - Student's home language;
  - Student's ethnicity;
  - Student's immigrant status;
  - Student participation in EL program and/or service; and
- Report accurate information to the SEA including:
  1. a description of the programs and activities conducted by the LEA with the funds received under subpart 1;
  2. the number and percentage of ELs in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregate, at a minimum, by ELs with a disability;
  3. the number and percent of ELs in the programs and activities attaining English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the state's English language proficiency assessment under section 1111(b)(2)(G);
  4. the number and percent of ELs who exit the language instruction educational programs based on their attainment of English language proficiency;
  5. the number and percent of ELs meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under subpart 1, in the aggregate and disaggregated, at a minimum, by ELs with a disability;
  6. the number and percent of ELs who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the LEA;
  7. any other information that the SEA may require
- The LEA and SEA use the report for improvement of programs and activities under Title III, Part A, subpart 1. (Sec. 3121 (b))

**2021-2022 TITLE III LOCAL PLAN  
SIGNATURE PAGE**

District:	CUBA INDEPENDENT SCHOOL DISTRICT			
Superintendent	Signature	Date	Email	Phone #
Dr. Karen Sanchez-Girego		4/21/2021	ksanchez-griego@cuba.k12.nm.us	(575)289-3211 ext 613
Business Manager	Signature	Date	Email	Phone #
Rhiannon Chavez		4/21/2021	rchavez@cuba.k12.nm.us	(575)289-3211 ext 103
Title III Director	Signature	Date	Email	Phone #
Dr. Donna Navarrete		4/21/2021	dnavarrete@cuba.k12.nm.us	(575)289-3211 ext 108

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the Title III local plan is accurate and complete, and certifies compliance with the assurances contained in the local plan. The governing body of the above named applicant has approved this local plan and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**SCHOOL BOARD MEETING**

Date:

4/21/2021

Board President's Signature



Title III local plans will be reviewed in the order that they are submitted; we encourage you to submit your local plan as soon as possible. Any discrepancies will require the district/state charter school to complete necessary adjustments and resubmit for additional review and approval. **The Title III local plan and its aligned Title III budget in OBMS must receive final approval by June 15, 2021.**

**Please submit the signed signature page as a PDF via SharePoint.**



CUBA INDEPENDENT SCHOOL DISTRICT

BOARD OF EDUCATION  
DIANNA MAESTAS, President  
TAYLOR PINTO, Vice-President  
VIVIAN KEETSU, Secretary  
ELIZABETH MARTIN, Member  
JAMES D. CASAUS, Member



ADMINISTRATION  
DR. KAREN SANCHEZ-GRIEGO Ed.D, Superintendent  
RHIANNON CHAVEZ, Finance Director  
DR. MATT WILLIAMS, Ph. D., Lead H.S. Turnaround Director  
ARSENIO JACQUEZ, Middle School Principal  
AMY ROMERO, Elementary School Principal

Cuba Independent School District  
PO Box 70  
Cuba, NM 87013

April 7, 2021

Principal Nathan Gayman  
Torreon Christian School  
HCR 79, Box 8  
Cuba, NM 87013-9701

Dear Principal Gayman,

We seek your acceptance or decline of Title I, Title II, Title III, Title IV and IDEA-B funds for the 2021-2022 School Year. Please select your acceptance or decline of these funds below:

Torreon Christian School **will accept** funding for Title I, Title II, Title III, Title IV and IDEA-B (*if accepting, please attach list of student names, demographic data, and grade levels*).

Torreon Christian School **will decline** funding for Title I, Title II, Title III, Title IV and IDEA-B.

Please print, sign and date this letter; then, click on the "Finished" button when ready to return letter to me.

Nathan Gayman

Name (print)

Name (signature)

4/7/2021

Date

Thank you.

Sincerely,

Dr. Donna Navarrete  
Donna Navarrete, Ph.D.

Exe. Director, Data & Accountability/  
Federal Programs.

Cuba Independent Schools  
575-289-3211, Ext. 108

**PO Box 70, #50 County Rd 13, Cuba, NM 87013, Phone: 575-289-3211, Fax: 575 289-3314**

Cuba Independent School District does not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status or disability in any educational programs, activities or employment. Cuba Independent School District also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a school meeting or hearing, or if you wish to receive assistance or information regarding student grievances, language translations of District policy, Section 504 or Title IX, please contact the Superintendent's Office at least one week prior to the meeting or as soon as possible. The district Title IX Officer, Dr. Griego may be contacted at the address or phone number listed above. For concerns at the school level, contact Ms. Romero, Elementary – Ext. 403, Mr. Jacquez, Middle School – Ext. 302, or Dr. Williams/H.S. Management Team, High School – Ext. 202.



## AFFIRMATION OF TRIBAL CONSULTATION FOR LOCAL EDUCATIONAL AGENCIES

SY 2021-2022

This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part the Local Educational Agency's (LEA's) budget submission.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA: <b>Cuba Independent School District</b>	
Superintendent: <b>Dr. Karen Sanchez Griego</b> Contact Phone: (575) 289-3211 ext 613 Contact Email: ksanchez-griego@cuba.k12.nm.us	
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director; Tribal Liaison, etc): <b>Dr. Donna Navarrete, Executive Director of Data &amp; Accountability/Federal Programs</b> Contact Phone: (575) 289-3211 ext 108 Contact Email: dnavarrete@cuba.k12.nm.us  <b>Raphaelita Phillips, Indian Education Director</b> Contact Phone: (575) 289-3211 ext 609 Contact Email: rphillips@cuba.k12.nm.us	
Tribal Leader or Designee: <i>Roy Tracy</i> Contact Phone: <i>(928) 871-7770</i> Contact Email: <i>roytracy@nndode.org</i>	<i>Navajo Nation</i>

Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form.



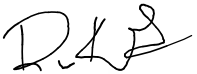
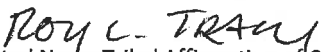


If consultation occurred, check the boxes and comment on topics discussed during the consultation process:

<input checked="" type="checkbox"/> How students' academic, cultural and linguistic needs will be identified and supported	<input checked="" type="checkbox"/> Parental Engagement
<input checked="" type="checkbox"/> Services that will be offered to support students' academic, cultural and linguistic needs	<input checked="" type="checkbox"/> Federal Title Programs
<input checked="" type="checkbox"/> Plan for delivery of services	<input checked="" type="checkbox"/> State grants opportunities
<input checked="" type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input checked="" type="checkbox"/> Funding and equitable allocation of resources
<input checked="" type="checkbox"/> Other topics? <i>Student Needs Assessment Systemic Framework</i> <i>School ReEntry Accountability Tool</i>	

**Affirmation and Signatures**

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

<input checked="" type="checkbox"/> Understanding Title I: Parts A, C and D	<ul style="list-style-type: none"> <li>A. Improving Basic Programs Operated by State and Local Educational Agency</li> <li>B. Education of Migratory Children</li> <li>C. Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk</li> </ul>
<input checked="" type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction
<input checked="" type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/> Understanding Title IV, Parts A & B	<ul style="list-style-type: none"> <li>A: Student Support and Academic Enrichment Grants</li> <li>B: 21<sup>st</sup> Century Community Learning Centers</li> </ul>
<input checked="" type="checkbox"/> Understanding Title V, Part B Subpart 2	Rural and Low Income School Program

<input checked="" type="checkbox"/> Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies
<input checked="" type="checkbox"/> Title VII	Impact Aid
<input checked="" type="checkbox"/> State grant opportunities	<ul style="list-style-type: none"> <li>• Indian Education Act School District Grant</li> <li>• Bilingual / Multicultural Education Grants</li> </ul>
<input checked="" type="checkbox"/> Others (?):	Johnson O'Malley
Printed Name of Superintendent or Designee	Date
	
Signature of Superintendent or Designee	Date
	
Printed Name Tribal Affirmation of Consultation Designee	Date
	
Signature Tribal Affirmation of Consultation Designee	Date

Each LEA must maintain this document in the agency's records and forward to the School Budget and Finance Analysis Bureau to be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Office at (505) 476-0545.